DOCUMENT RESUME

ED 320 876 SP 032 430

TITLE	Growing Special and Free To Say No to HIV. HIV/AIDS Preventative Education.
INSTITUTION	Iowa State Dept. of Education, Des Moines.
SPONS AGENCY	Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE	89
CONTRACT	U63-CCU70367-01
NOTE	42p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Acquired Immune Deficiency Syndrome; Drug Abuse; *Health Education; Hygiene; Mental Retardation; Secondary Education; *Sex Education; Sexuality; *Special Education; State Curriculum Guides

ABSTRACT

This curriculum guide is written to provide special education teachers with a model for teaching students about the prevention of Acquired Immune Deficiency Syndrome (AIDS). It is noted that special education students may be at risk for contracting the virus because they are often vulnerable to high-risk behaviors in an effort to belong to a peer group. Teaching activities include using anatomically correct dolls, photographs, and drawings to put the education on a more concrete level of thinking for mentally handicapped students or for those unfamiliar with the English language. Although no grade level is given, most of the concepts are appropriate for students who are in various stages of puberty. Accompanying the suggested activities are statements of objectives, suggested materials, and resources needed. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

ED320876

HIV/AIDS PREVENTATIVE EDUCATION

Growing Special and Free To Say No to HIV

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary J. Brunett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Iowa Department of Education
Bureau of Instruction and Curriculum

BEST COPY AVAILABLE

SP 032 430

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

STATE BOARD OF EDUCATION

Karen K. Goodenow, President, Spirit Lake
Dianne L. D. Paca, Vice President, Garner
Betty L. Dexter, Davenport
Thomas M. Glenn, Des Moines
Francis N. Kenkel, Defiance
Ron McGauvran, Clinton
Mary E. Robinson, Cedar Rapids
Ann W. Wickman, Atlantic
George P. Wilson III, Sioux City

ADMINISTRATION

William L. Lepley, Director and Executive Officer of the State Board of Education
David H. Bechtel, Special Assistant
Mavis E. Kelley, Special Assistant

Division of Instructional Services

Susan J. Donielson, Administrator
Maryellen S. Knowles, Acting Chief, Bureau of Instruction and Curriculum
Elain Edge, Consultant, AIDS Education
June Harris, Consultant, AIDS Education

This manual was produced in-house at the Iowa Department of Education and reviewed by the following members of the Advisory Committee:

Cheryl Christie
AIDS Project Coordinator
Iowa Department of Health
Des Moines, Iowa

Kristi J. Ferguson
President
Iowa Coalition for Comprehensive School Health
University of Iowa College of Medicine
Iowa City, Iowa

Sharon Sinclair Thomas
Manager
Polk County Victim Services
Des Moines, Iowa

Jan Creasman
Social Worker
Harrison County Human Services
Logan, Iowa

Ernestine Moss
State PTA AIDS Education Chairperson
Dubuque, Iowa

Mary Nettleman, M.D.
Assistant Professor
Division of Clinical Edpidemiology
University of Iowa College of Medicine
Iowa City, Iowa

Veronica Stalker
Principal
Southeast Elementary School
Ankeny Community School
Ankeny, Iowa

John Tapscott
Executive Director
National Council on Alcoholism and Drug Dependencies
Des Moines, Iowa

Jeanne White
Therapist
Spectrum Adolescent Day Treatment
Des Moines, Iowa

Patricia Young
Nurse Consultant
AIDS Project
Iowa Department of Health
Des Moines, Iowa

This publication was completed with support provided by cooperative agreement (number U63/CCU703067-01) with the Division of Adolescent and School Health, Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control, Atlanta, GA 30333.

PREFACE

This curriculum guide is written to provide special education teachers with a model for teaching students about the prevention of the HIV virus which causes AIDS.

Special education students are at risk for contracting the virus because they are often vulnerable to high risk behaviors in an effort to belong to a peer group. Therefore, they may be easily persuaded to participate in sexual behaviors for the pleasure of others. Since they have the same sexual desires as the "normal" population and may be impulsive, it is necessary to present information to them that can protect them from becoming infected. Often special education students have been denied basic sex education in explicit terms from family and peers, so it seems logical that it should be available in school.

Iowa's Human Growth and Development law states that all children in Iowa should receive information on communicable disease, including Acquired Immunodeficiency Syndrome. Therefore, this guide can be used to help teachers fulfill the requirements of that law.

Teachers may be more effective if some sexuality education has already taken place with their students. Perhaps it would be appropriate for a unit on sexual abuse awareness, dating behaviors or family life education to precede this unit to create familiarity with body parts, terminology and concepts. This type of education could also encourage a comfort level for both teachers and students. If Sex Talk for a Safe Child or the Life Horizons materials were used before a unit on HIV/AIDS prevention was introduced, those materials would already be familiar to the students and serve as a familiar base on which to build new concepts.

The goals of HIV preventative education were taken into consideration while this guide was prepared. The goals are: to present factual information while reducing panic and unnecessary fears, to postpone sexual activity and promote abstinence, to encourage the use of condoms for those who are engaging in sexual intercourse, and to reduce the use of intravenous drugs.

Special education techniques were also taken into consideration. Therefore, activities include using anatomically correct dolls, photographs and drawings to make the education on a more concrete level of thinking for mentally handicapped students or those unfamiliar with the English language. It is acknowledged that some teachers will be uncomfortable with some of the slide photographs. It is important to present the concepts as clearly as possible. However, if the teacher is not yet comfortable with the suggested materials, it is recommended to begin with drawings and the dolls, allowing time for a level of comfort to grow as the students ask questions, etc. Resource people could also be used. Parents with medical or social work backgrounds may serve in that role, and it is wise to include them as partners in HIV preventative education. This unit could provide an opportunity for collaboration between the general and special education teachers and may provide an appropriate tool for team teaching in a mainstreaming situation. Creativity by both teachers could fit concepts to students' specific needs. It is recommended that important concepts be repeated throughout the unit and that new information be connected to what has already been taught in the form of review, with new materials added. Role playing should be first done by two adults who can present a model of behavior and repeated often enough to make an impression on the thought process of the students. Correct and explicit terms must be used so students are not confused by abstract comparisons.

It is suggested that the entire unit be read by the teacher before beginning to teach. No grade level is given; however, most of the concepts are appropriate for students who are in various stages of puberty. Flexibility can be attained by fitting the concepts with the needs of the students. Parents are to be the primary sex educators of students. Therefore, they need to be aware of the education which is taking place, and, ideally, should have access to additional material about HIV and AIDS so they can be knowledgeable and a part of the educational effort. A sample letter for parents is included and can be adapted to best fit the needs of individual school districts.

AIDS Education

Objective One: To present AIDS as a condition caused by the invasion of the body by a particular virus.

Biological Focus	Psycho-Social Focus	Vocabulary	Infusion
Students will . . .	Students will . . .		
contrast healthy bodies to those which have diseases.		disease germs	Discrimination
distinguish communicable disease from those which are not.		AIDS acquired	
	acknowledge their right to refuse to participate in behaviors that would put them at risk for contracting the virus.	gift refuse	Decision making skills Higher order thinking skills Social skills

Integration	Activity	Resources/Materials
Health Language Arts	Brainstorm and list all the diseases students can name. Explain that the word disease means "not at ease". Introduce the word germ as an invisible, tiny agent that enters the body and makes it sick (not at ease). Discuss differences of healthy vs. diseased bodies.	Chalkboard or chart paper.
Health	Print the diseases named above on index cards. Attach a string on each end of the card. Cut large doll silhouettes from chart paper. Attach them to a bulletin board. Fasten the cards (with disease) between the two figures. Attach the string from the cards (one at a time) to one of the figures, draw responses from the group if the disease can be transferred from one person to another, fastening the string to the opposite one if it can (i.e., flu), cutting the string off if it cannot (i.e., broken arm). Lead the discussion so students become aware that AIDS is passed from one to another in only a very few ways. Statements such as "AIDS is acquired, or given, to a person by another. It is like a present no one wants".	Does AIDS Hurt?, Network Publications, available in AEA Media libraries and State Library of Iowa. Silhouettes cut out of paper, bulletin board, index cards, marking pens, yarn or string, masking tape.
Language Arts (verbal skills)	Prepare several objects that students can accept or refuse as gifts. Instruct them to say "thank you" as they accept the gift, or "no, thanks, I don't want that" if it's something they don't want. Follow with discussion that it is smart to refuse things that would harm us, even if they are something we want.	Objects for gifts: dried prunes, raisins, candy pieces, flowers, thistles or thorns, lemon slices, smile face, face cut out depicting a cold, face labeled "Someone with AIDS".

Objective One (con't): To present AIDS as a condition caused by the invasion of the body by a particular virus.

Biological Focus	Psycho-Social Focus	Vocabulary	Infusion
Students will . . .	Students will . . .		
identify HIV as the name of the germ causing AIDS.		HIV microscope	Social skills (voting)
follow the chain reaction of passing the germ from one person to another.	demonstrate how a person who refused to receive HIV can stop the chain.	chain reaction	
			Decision making

Integration	Activity	Resources/Materials
Art	Distribute sheets of colored construction paper. Instruct students to draw pictures of what they think a germ may look like. Explain that we can guess what germs look like because they are too tiny to see without a microscope so they can make it as ugly as they think it may be. Conduct a vote from the class deciding which of the pictures they want to adopt as the germ they think may be the one that causes AIDS. Add the caption that says "HIV - something I don't want to get." Explain that no one can get AIDS unless they have HIV; therefore, if people don't take HIV when someone tries to give it to them, they will never get AIDS.	Colored paper, pencils or crayons.
Health	Use the illustration from Student Resource section (#1, 2, 3 & 4). Present the visual contrast of HIV and the common cold virus invading the body, HIV taking over the white T cells and the immune system which normally keeps one healthy by fighting the germs versus a healthy T cell killing the common virus.	Adapted from AIDS Unit: Accommodations for Special Education Students, Grades 7-12, Alabama Department of Education.
Math	Reproduce the chosen HIV picture in a small size. Design index cards with a stick figure on each one. Arrange them in diagram form (student handout section #5). Attach the tiny HIV on the top figure, and explain that person has the germ. He/she offers it to the two on the second two. One accepts, the other says, "No, thanks, I don't want HIV." Move on down the row demonstrating the spread of the disease on the side of the acceptance, as well as the nonspread on the opposite side.	Adapted from AIDS Unit: Accommodations for Special Education Students, Grades 7-12, Alabama Department of Education.

Objective Two: To contrast ways people become infected with HIV with ways infection does not take place.

Biological Focus	Psycho-Social Focus	Vocabulary	Infusion
Students will . . .	Students will . . .		
identify fluids from the body that contain HIV if a person is infected.	exchange scientific names of body parts for slang terms.	blood semen vaginal fluid pregnant penis vagina breasts male female	Non-sexist education
list body fluids which would not give a person HIV.	state which fluids can give a person HIV and which fluids do not.	saliva tears sweat urine vomit	Higher order thinking skills

Integration	Activity	Resources/Materials
Health Human Growth and Development Science	Using the anatomically correct dolls, explain the names of the vagina and penis. Use the correct names, acknowledging the names students may also call those organs. Describe the semen as sperm to help begin babies mixed with other fluids in which the sperm swims. Vaginal fluid can be described as a discharge that comes out of the vagina, different at various times of the monthly cycle. This includes when it is clear, when it is white and pasty or when it is bloody. Semen and vaginal fluids both carry HIV if the person has it in his/her body. Blood is another fluid that contains HIV. Demonstrate, with the dolls, how a baby grows inside a mother's body. The mother's blood feeds the baby; therefore, the baby can also get HIV while inside the mother's body. Milk from a mother's breast can also carry HIV. Emphasize that HIV can be in both male and female bodies.	Anatomically correct dolls. Available at AEAs.
Language Arts (verbal skills)	Brainstorm with students all the body fluids they can name. List them on the board, sorting them into two lists. One column is headed with body fluids that can give people HIV and one is labeled with body fluids that will not give people HIV. Ask students to compare which list is longer. Instruct students to repeat statements as teacher fits the fluid into this statement, "_____ does not give a person HIV, or _____ can give a person HIV."	Chalkboard or chart paper.

Objective Two (con't): To contrast ways people become infected with HIV with ways infection does not take place.

Biological Focus	Psycho-Social Focus	Vocabulary	Infusion
Students will . . .	Students will . . .		
identify exit and entry points in the body where HIV can be transmitted.		exit entry anus mouth vagina urethra in penis	
name the ways HIV can be transferred from one person to another.	explain how an intravenous needle can create an opening in which to allow blood to enter the body.	"works" syringe needle	Higher order thinking skills Decision skills Assertiveness
	sort ways HIV is transmitted from ways it is not.		

Integration	Activity	Resources/Materials
Human Growth and Development Science/Health	Using the anatomically correct dolls, instruct students to point to the parts of the body where fluids that could contain HIV can exit. Teacher should name penis, vagina, breasts, and umbilical cord as he/she guides the students to recognize the exit points. Name the openings where semen, vaginal fluids and breast milk might enter the body in the same method (using the dolls, point out opening in penis, vagina, anus). Be sure the familiar terms known to children are acknowledged. Introduce pictures from Life Horizons I slide set from Body Parts section. Penis, #10 and 11; male anus, #15; female anus, #32; and vagina, #29 and 30.	Anatomically correct dolls, available at AEAs. Life Horizons I Slides, James Stanfield & Co., available at AEAs.
	Bring a hypodermic needle to class. Use clear plastic bottles made to look like people, one filled with red water, one with yellow, to represent bodies filled with blood. Fill the syringe with clear water. Inject into the red blooded "bottle person". Then pull back syringe slightly to leave a small amount of red blood. Fill again with water. Then inject into the yellow "bottle person" to illustrate how it mixes with the blood in that person's body. Reinforce the concept that only when a doctor says a person needs a shot should one be given. Any other time, people should say, "No, thanks, I don't do drugs." Use slide #77 from "Sexual Health" to illustrate needle sharing as a way to get HIV from someone.	Hypodermic needle, water with yellow food color and water with red food coloring in clear plastic bottles, clear water to fill syringe, Growing Healthy, National Center for Health Education, AIDS Integration, Grades K-7. NCHE Press National Center for Health Education, 30 East 29th Street, New York, New York, 10016. Life Horizons I Slide, James Stanfield & Co., available at AEAs.
	Reproduce Student Handout #8. Instruct students to circle yes if the picture illustrates a way HIV can be given from one person to another or no if it cannot.	Student Handout #8.

AIDS Education

Objective Three: To present good health habits as a safeguard for all communicable diseases including HIV/AIDS.

Biological Focus	Psycho-Social Focus	Vocabulary	Infusion
Students will . . .	Students will . . .		
be able to name organs inside the body that lead to the openings.	listen to explanation of those organs' functions as part of normal body functions.	skeleton stomach gut digested energy feces urine urinate bladder erection testicles ovaries uterus pregnant fallopian tubes intercourse	Nonsexist education Multicultural education
describe blood as having red and white cells.			
recognize white cells as the body's internal defense.			
explain how HIV can kill the white cells in the blood.			

Integration	Activity	Resources/Materials
Human Growth and Development Science	Read pages 7, 8 and 9 from Sex Talk for a Safe Child. Enlarge the figures from those pages on chart paper. Instruct students to point to and name the organs that are connected to bodily openings.	Sex Talk for a Safe Child, American Medical Association, Chicago, 1984, available at AEAs.
Health	Cut a heart to place on each of the drawings from above activity in the place where the heart would be for each drawing. Draw blood vessel pathways to each of the organs, explaining that as the heart pumps, it sends blood to and from each of the organs. Reinforce the concept that healthy blood is needed for all of the organs to work right and make a person feel well.	Red marker pen, red paper for heart, glue and scissors.
Health Science	Replicate a model of the blood by using a sheet of blue construction paper. Use several red gummed dots to each white dot. Explain that blood is made of both red and white cells. Using the "adopted" picture of HIV (from previous lesson), draw several on the "blood" model replacing the white cells with the HIVs. Explain that the white cells usually fight off disease. When they are killed and replaced with HIVs, they no longer can do that for a person.	Blue construction paper, red and white gummed dots. HIV picture from previous lesson.

Objective Three (con't): To present good health habits as a safeguard for all communicable diseases including HIV/AIDS.

Biological Focus	Psycho-Social Focus	Vocabulary	Infusion
Students will . . .	Students will . . .		
list foods that help organs and blood function to full potential.			
relate rest as a needed time period for bodies to grow and repair.			

Integration	Activity	Resources/Materials
	Help students prepare a simple meal that emphasizes nutrients which help body systems function. Examples: Hamburger and bun = red meat for blood and bun for energy, carrot sticks = roughage for digestive system, milk = calcium for bone structure, water = elimination of waste. Reinforcing healthy blood is needed to have healthy organs.	Groceries, cooking utensils.
Math (calendar concepts)	Using small inexpensive calendars, chart hours of sleep students have within a week. Observe how different bodies feel if they have enough rest and if they do not. Explain that rest is needed to let the heart slow and rest so blood can get to all organs.	Small calendars (check with businesses who give calendars away free).

Objective Three (con't): To present good health habits as a safeguard for all communicable diseases including HIV/AIDS.

Biological Focus	Psycho-Social Focus	Vocabulary	Infusion
Students will . . .	Students will . . .		
recognize washing as a way to rid skin of germs.	state that HIV can be destroyed easily with soap and water when outside the body.	destroy	Independent living Thinking skills
		nosebleed sanitary napkins menstration	
	clean up own blood from cuts, nosebleeds, etc, when possible. ask for adult assistance when bleeding occurs.		Independant living

Integration	Activity	Resources/Materials
Health	Demonstrate that germs can be washed off the body and skin by instructing each child to rub hand lotion which has been mixed with water based powdered paint on their hands. Using a black light(with room lights off), examine the students' hands, saying the "pretend germs" are on their hands, showing plainly under the light. Instruct students to wash their hands. Then re-examine the hands, illustrating that some of the "germs" still remain. Second hand washing needs to take place with soap and more careful washing to rid body of "germs". State that HIV doesn't get on people's hands <u>unless</u> they touch blood from a person who has it. Therefore, if ever they get blood on themselves from someone else, <u>careful</u> hand washing needs to take place, <u>just in case it has HIV</u>. State the concept that soap and water destroys HIV outside the body.	Hand lotion of any kind, water based powdered paint, black light, soap, water, sink, towels. Black light available at: Stitzell Electrical Supply, Co., Inc. 101-107 12th St., Des Moines, Iowa, 50309, (515) 243-8388. Eveready #94-15, $9.58 for light bulb, $6.00 for lamp.
	Demonstrate with anatomically correct dolls how nosebleeds need to be handled by the person themselves <u>just in case it has HIV</u>. Also demonstrate how sanitary napkins need to be handled by the person herself, followed by hand washing. Adults need to be asked for help if needed. Role play with two adults or the dolls, pretending there is a bloody nose. Illustrate the correct use of a cloth and then ask an adult to help. Handwashing is also role played. Follow with practice by the students.	Anatomically correct dolls, which are available at AEAs, small squares of kleenex and paper towels.
Health	Using the slides #32, 33, 41, 42 and 43 of Life Horizons I, the Sexual Life Cycle, illustrate how sanitary napkins and tampons are disposed of carefully by the person herself. Reinforce washing hands afterwards to kill any germs.	Life Horizons I Slide, James Stanfield & Co., available at AEAs.

Objective Four: To relate sexual intercourse as the most common way HIV is spread from one person to another.

Biological Focus	Psycho-Social Focus	Vocabulary	Infusion
Students will . . .	Students will . . .		
explain sexual feelings as a normal desire.	describe sexual intercourse as adult behavior which is only right when both persons agree it is right.	adult behavior dangerous	Sexual abuse awareness
recognize that newborn babies can have HIV from their mother's body or blood.	state the need for HIV testing before woman decides to become pregnant.	fluid exchange testing	Thinking skills Decision making

Integration	Activity	Resources/Materials
Human Growth and Development Health Biology	Read pages 1, 2 and 3 of Sex Talk for a Safe Child. Reinforce the idea that sex is only right between adults who both believe it is right. Demonstrate intercourse with the anatomically correct dolls, stating that HIV gets into a person's body by intercourse if one of the people have it in their body. Also illustrate that anal intercourse is dangerous because some people have HIV already, don't know it and can give it to other people through intercourse. Illustrate how HIV can be given from one person to another by sexual intercourse by using slides #17, 18, 19 and 20 from Human Reproduction section. State that if people do not know their partner does not have HIV, it is not safe to have sexual intercourse.	Sex Talk for a Safe Child, American Medical Association, available at AEAs. Anatomically correct doll, available at AEAs. Life Horizons I Slides, James Stanfield & Co., available from AEAs.
Human Growth and Development	Using the anatomically correct dolls, illustrate pregnancy and birth, talking through body fluid exchange through pre-natal development, the birthing process and/or breast feeding the baby. Clearly state the fact that before a woman decides to be pregnant, she needs to make sure she and the baby's father do not have HIV. They can find out by being tested.	Anatomically correct dolls, available at AEAs. Testing sites, included in the bibliography section.

AIDS Education

Objective Five: To encourage abstinence from high-risk behaviors for HIV transmission.

Biological Focus	Psycho-Social Focus	Vocabulary	Infusion
Students will . . .	Students will . . .		
	practice ways to resist high-risk behaviors.	high risk	Higher order thinking skills Assertiveness
	plan for safe activities which can be done on dates.	safe activities dating	Social skills
	demonstrate proper use of condoms, identifying how they keep fluids out of bodies during intercourse.	condom nonoxonyl 9	

Integration	Activity	Resources/Materials
Drama Language (oral expression)	Role play in this manner: 1. Two teachers present behavior to be modeled. 2. Two teachers reverse roles, role play same situation again. 3. Teacher and one student role play. 4. Sexual behavior should be role played with dolls, teachers portraying voices. **Use body language and tone of voice to indicate refusal.** Situations to role play: 1. "We're in love, I want to have sex." "No, I won't take a chance of getting HIV." 2. "Everybody is shooting up drugs." "Not me, I don't think it's safe." 3. "Let's go to bed together." "I'm not going to have sex with anyone." 4. "Let's be blood brothers." "Exchanging blood with each other is not smart."	Anatomically correct doll which is available at AEAs, teacher assistant or aide. (Repeat with several students).
Language Drama	Brainstorm ideas for activities couples can do on dates that will not put them at risk for HIV. Role play several in the same format as above.	Paper or chart for listing, teacher's assistant or aide.
Human Growth and Development	Using the anatomically correct dolls, explain that NOT having intercourse is the safest way not to get HIV. But some people will have intercourse anyway. It should NEVER happen without a condom. Demonstrate how a condom is used correctly on the male doll. A tube of nonoxynonol 9 spermicide should also be shown.	Anatomically correct dolls with condoms (dolls available at AEAs), nonoxynonol 9 spermicide.

AIDS Education

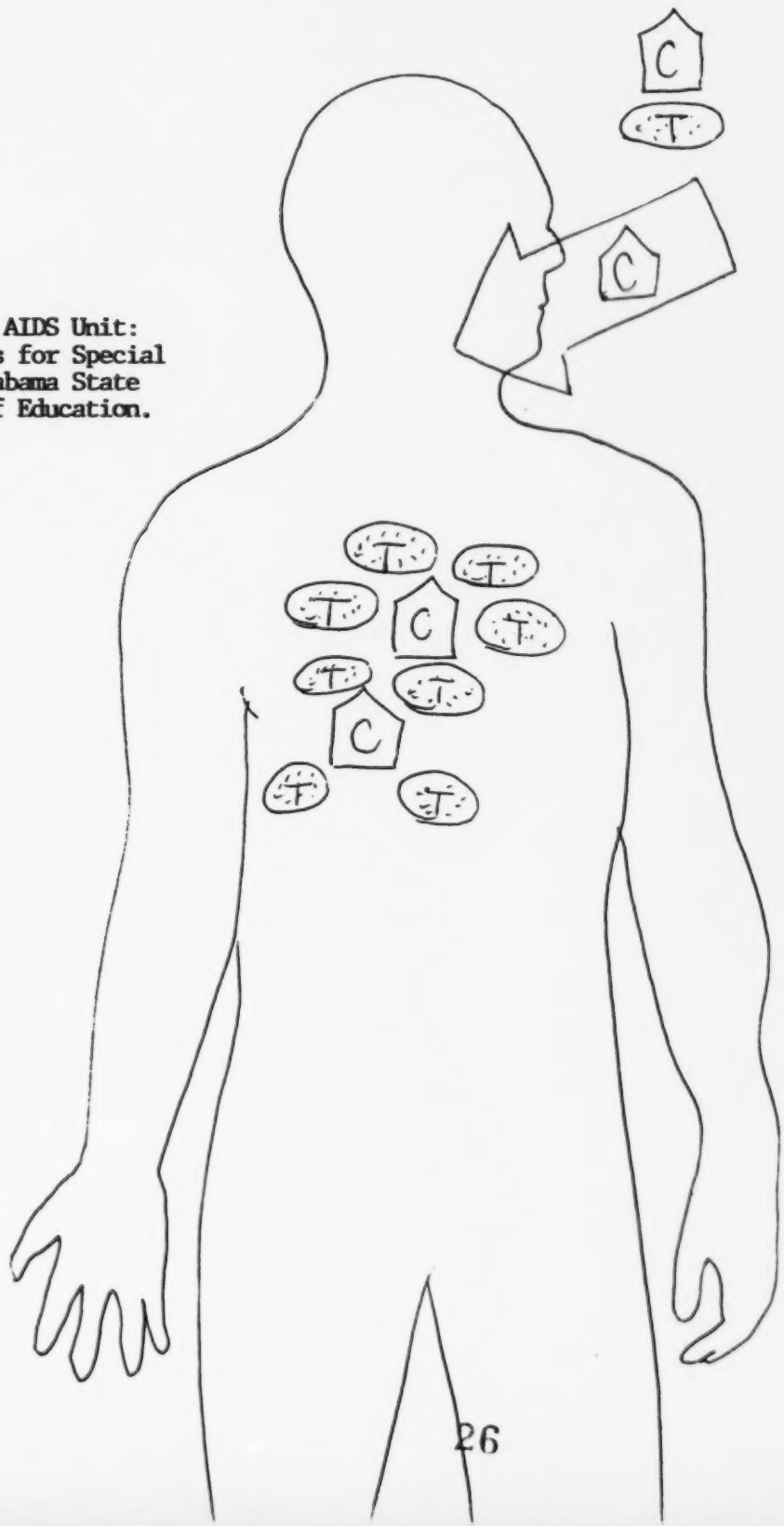
Objective Six: To clarify the term safe sex in relation to HIV prevention.

Biological Focus	Psycho-Social Focus	Vocabulary	Infusion
Students will . . .	Students will . . .		
	recognize one way to keep HIV out of the body is to use condoms correctly.	condoms rubbers adult trust	
review the ways HIV is given from one person to another as a review summary.		review of: sharing IV needles penis vagina pregnant birth	Memory and thinking skills

Integration	Activity	Resources/Materials
	Reinforce sexual intercourse as an adult behavior. Explain to students that if two adults know each other very well and trust each other, they may decide to have sexual intercourse. Rules for sexual intercourse: 1. Both people need to be adult. 2. Both people need to trust each other. 3. Both people need to think it is right to have sex. 4. Condoms should always be used until the couple decides to have a baby. Use slides #48, 49, 50, 51, 52, 53 and 54 from Birth Control section.	Life Horizons I Slides, James Stanfield & Co., available at AEAs.
Health Human Growth and Development	Talk through Student Handout #9 with students. Instruct students to take turns telling the story of HIV being given from one person to another. Stress that HIV won't make one sick with AIDS unless it gets in a person's body. The key is to not let it into the body.	Student Handout #9.

STUDENT HANDOUT #1

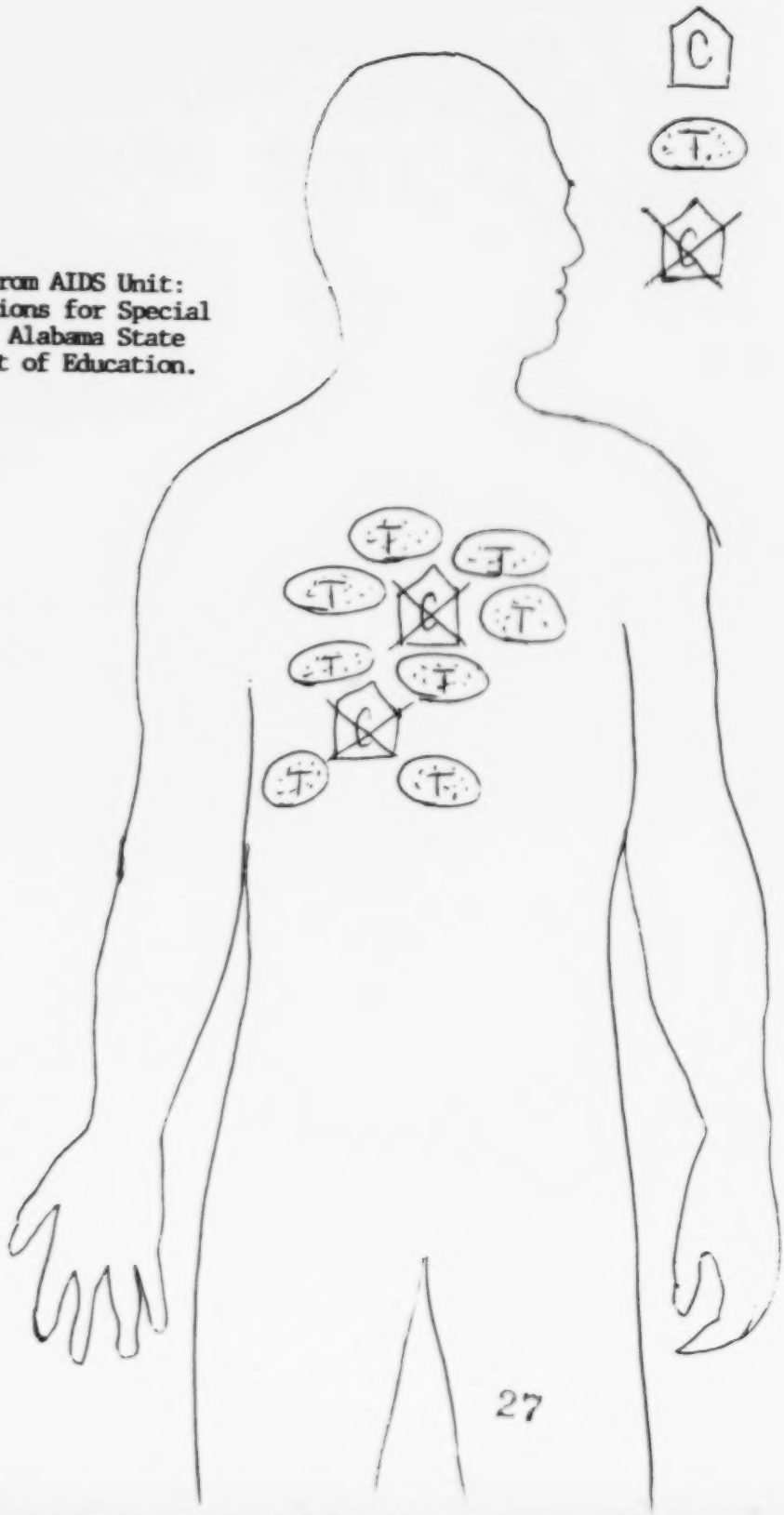
Common Virus Enters Body



Adapted from AIDS Unit: Accomodations for Special Students, Alabama State Department of Education.

STUDENT HANDOUT #2

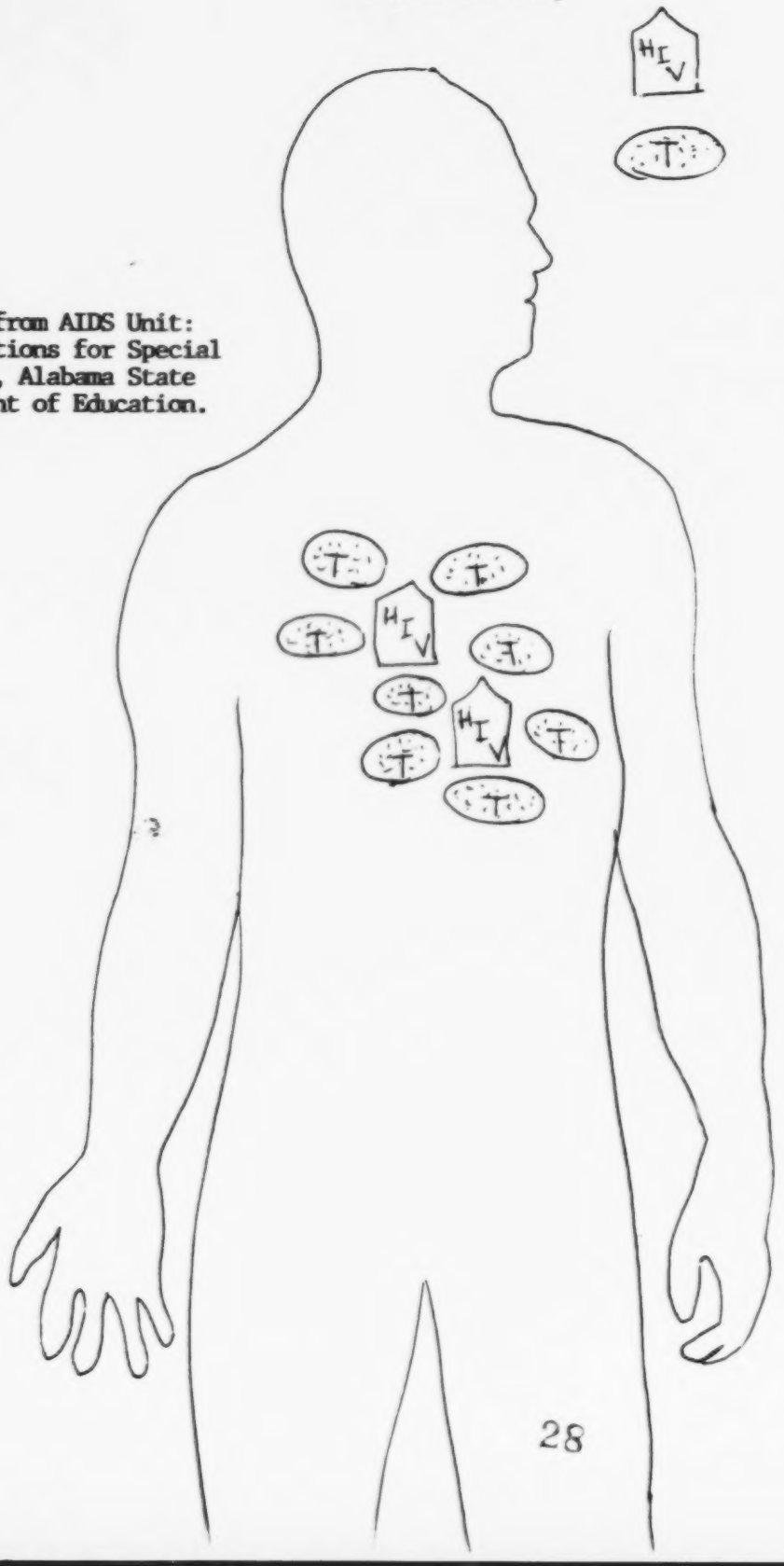
Healthy Body Fights Off Common Virus



Adapted from AIDS Unit: Accomodations for Special Students, Alabama State Department of Education.

STUDENT HANDOUT #3

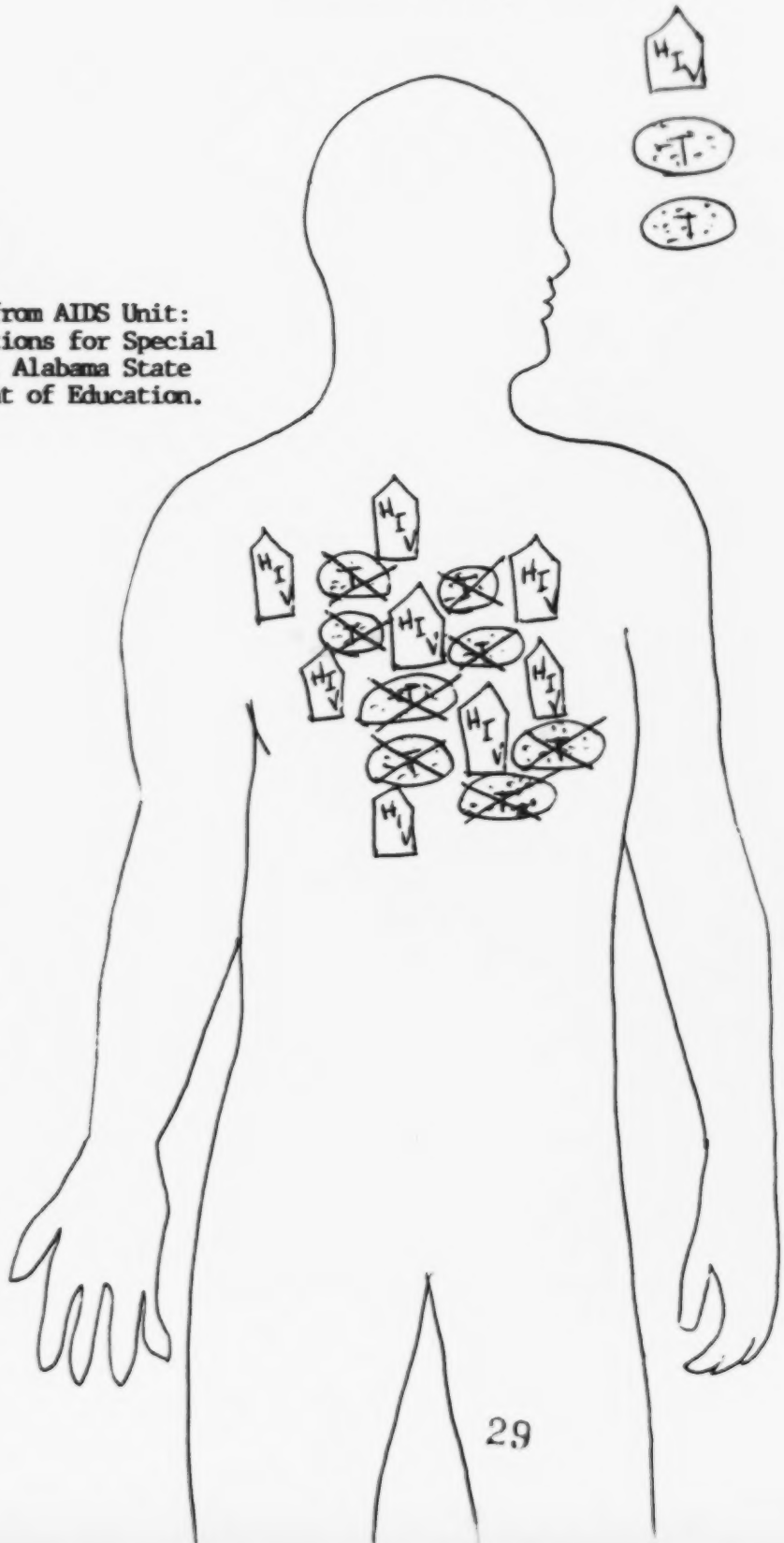
HIV in the Body



Adapted from AIDS Unit: Accomodations for Special Students, Alabama State Department of Education.

STUDENT HANDOUT # 4

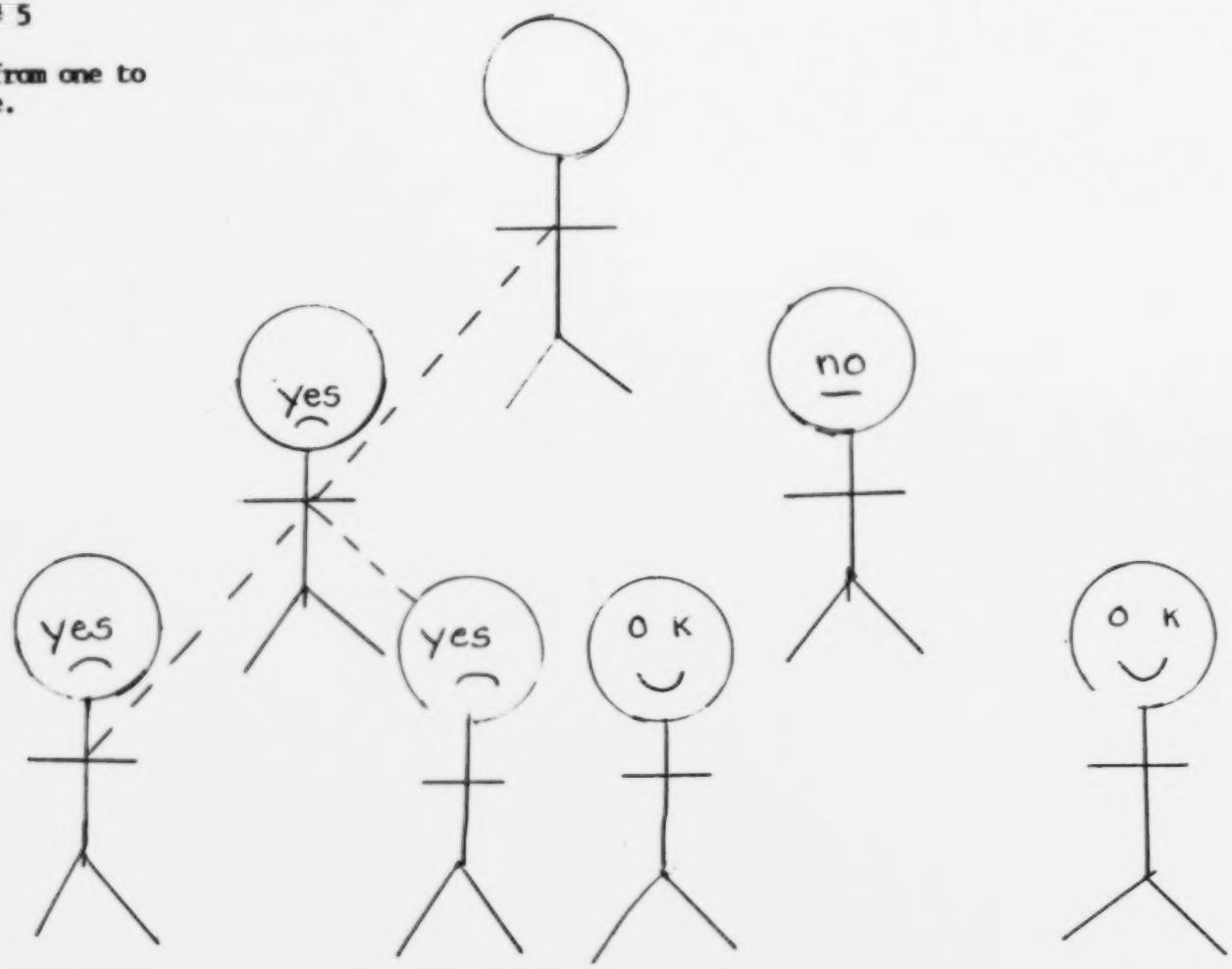
HIV Virus Destroys T-cells



Adapted from AIDS Unit: Accomodations for Special Students, Alabama State Department of Education.

STUDENT HANDOUT # 5

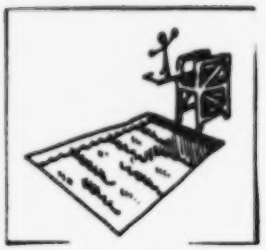
HIV transferred from one to another by choice.



Adapted from AIDS Unit: Accomodations for Special Students, Alabama State Department of Education.

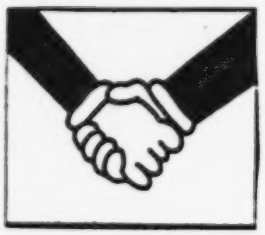
STUDENT HANDOUT # 8

Can You Get HIV?
(Circle the right answer)



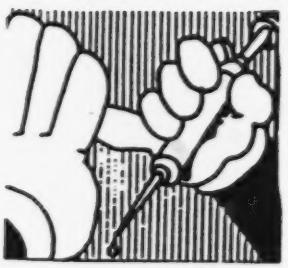
Yes No

Yes No



Yes No

Yes No

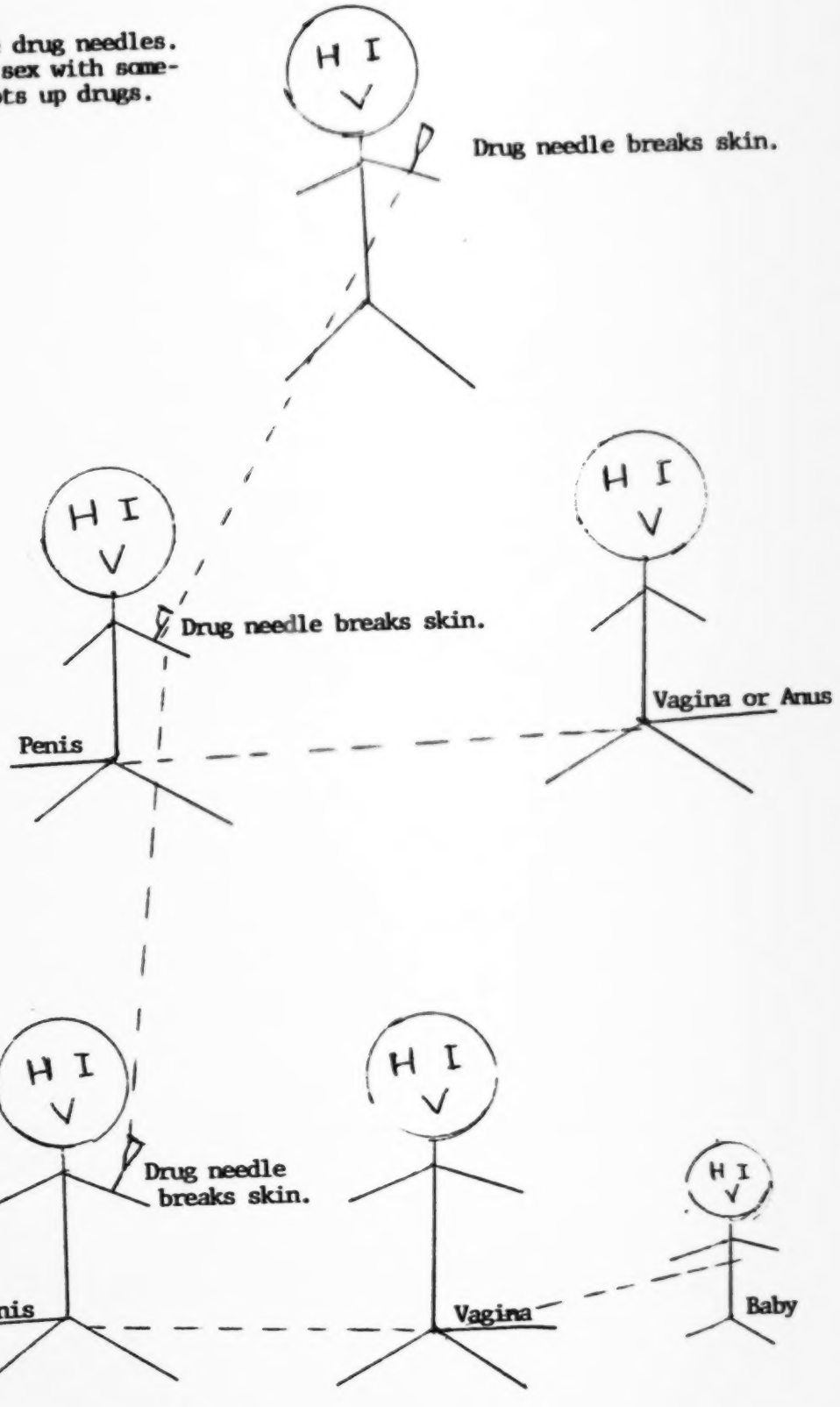


Yes No

Yes No

STUDENT HANDOUT # 9

Do not share drug needles.
Do not have sex with someone who shoots up drugs.



Adapted from the Alabama State Deaprtment of Education.

EVALUATION ACTIVITY

Directions: Reproduce this sheet, and cut apart the sentences. Label one box with the words "Truth about HIV and AIDS" and another similar box with "False about HIV and AIDS." Distribute the sentence strips one per pupil. Have them read aloud by the students or an aide. Instruct the students, in turn, to come to the front of the room and deposit the strips into the proper box while the remainder of the class acts as monitors that agree or disagree.

1. AIDS is caused by a germ called HIV.

2. HIV gets into the body just by breathing the air.

3. Only adult men get HIV and AIDS.

4. HIV has to get into a person's body before it can make one sick.

5. People can decide to keep HIV out of their bodies.

6. HIV gets into a body when people drink out of the same glass.

7. It is safe to sit by a person with HIV or AIDS.

8. Sexual intercourse is one way people get HIV.

9. It is not safe to shoot up drugs unless a doctor says a person must have shots.

10. Babies never get AIDS.

Dear Parent,

We are going to be studying how to prevent AIDS as part of a health unit in your child's special education program. We would like to have this be a joint effort by parents and teachers. We want to invite you to a meeting on _____ night at _____ o'clock in the _____ room when we will share the materials that will be used and plan together how we can help the students resist the behaviors that would put them at risk for contracting AIDS.

While Iowa does not have many cases of AIDS among the school aged population, more than one/fourth of our cases were diagnosed in people in their twenties. Because it takes an average of 8-10 years after the virus enters the body for a person to become ill with AIDS, we believe several teenagers are becoming infected. We also know that it is common for our teenagers to engage in sexual intercourse with more than one partner during their school years. Since sexual intercourse is the most frequent way for the virus to pass from one person to another, we want to be able to help young people postpone that activity.

We believe special education students are sometimes at a greater risk for getting the virus than other students. They are anxious to be loved by other students. They may be impulsive and act before thinking things through. They have the same sexual feelings and attractions that other young people of the same age have. They may even be targets for someone else's sexual pleasure. For those reasons, it seems necessary to present factual information in a way that is meaningful and real to our students.

Iowa has a law that says that AIDS education must be taught to all students as part of a health program. Caring people want to keep young people in Iowa healthy and free from this disease that could lead to their death. A pamphlet is enclosed to help you know which things will be taught. We are hoping we can become partners in this effort and that we will see you at the meeting _____ night.

Sincerely,

Preface
to Deaf Education Materials

The materials included for the hearing impaired students are written in language to be signed. For that reason, many of the descriptive words are not used. While the language may seem crude, it is important it is not changed so it can be communicated to that special population.

DEAF AIDS PRE-POST SURVEY

NO NAMES! ANSWERS SECRET! DATE _____

1. ___Male ___Female 2. ___Deaf/hearing Impaired _____Hearing
3. ___White ____Black ___Hispanic ___Other 4. _____ Age
5. Do you have sex with men? _____ Do you have sex with women? _____
   Sometimes sex with men and sometimes sex with women? _____
6. How many people you had sex with in last year?_____
7. Before today, how many AIDS classes you finish? _____

WHAT DO YOU THINK? ANSWER YES (Y) OR NO (N).

_____Can anyone get the virus for AIDS?
_____Do birth control pills (BC) stop the virus?
_____If person have HIV virus, mean person has AIDS?
HIV+means: _____yes, have virus _____no, don't have virus
HIV-means: _____yes, have virus _____no, don't have virus
_____If person have virus, can give to other people?
_____If don't have virus, can other people give it to you?

HOW CAN YOU GET THE VIRUS? CHECK AS MANY AS YOU WANT.

_____share drug needles
_____sex with no condom (rubber)
_____hug person has virus or AIDS
_____dirty toilet seat
_____coughing, sneezing
_____share blood with sick person
_____share TTY with sick person
_____share food with sick person
_____pregnant mom has virus, gives to baby
_____bug bites

_____Do you know anyone has virus? _____has AIDS?
_____Do some Deaf use needle drugs in arms?
_____If your friend gets virus, you think stay friends?
_____If your friends get AIDS, you think stay friends?
_____Do you know how protect yourself, stay safe?
_____Do you think you should use Safe Sex ways?
_____Do some Deaf in Iowa have AIDS now?
_____Did some Iowa Deaf already die from AIDS?
_____Did you get HIV antibody blood test already?

SAVE DEAF! STOP AIDS! SAVE DEAF! STOP AIDS!

Thank you for helping with this paper!

--Human Services, Inc., 1989
with permission from
Colorado State Department of Human Services

DEAF AIDS INFORMATION

SAVE DEAF! STOP AIDS!

AIDS is not just gay disease. Now, more and more straight people getting sick. ALL people must learn about AIDS. Deaf must learn. Why? Save deaf community and protect your families.

Can you see AIDS? NO! Can you see HIV? NO! If person have HIV virus, mean have AIDS? NO! HIV = Human Immunodificiency Virus. Can't see virus. Can't feel virus, not sick, no symptoms. How know if have virus? Only way, get HIV blood test. If have virus (HIV+), maybe never get AIDS. Must take care of yourself. Special medicine help. Remember! HIV+ (have virus) NOT mean have AIDS! BUT, HIV+ (have virus) can give virus to other people. HOW? Main ways are BLOOD and SEX.

BLOOD: HIV+ blood must get in other person's blood. Only dangerous if share blood.
SEX: HIV+ semen (white sticky stuff from penis) and vaginal fluids (wet between woman's legs) must get in other person's blood. Only dangerous if share semen/wet.

WHAT DANGEROUS? HOW BE SAFE?

A) When have any kind sex (vaginal, anal, oral), always skin inside body tear a little, tiny bit. True! Then happen, semen/wet and blood share. DO? Always use condom (rubber). Birth control pills (BC) not protect from virus. True! Always use condom so not share danger. Use condom for oral sex, too. Very important! Also dangerous: chap, crack, open skin or sore on lips, hands. Cuts in mouth near teeth or inside cheeks. DO? If have cut, open skin, don't wet kiss, fingers in body, or oral sex. Want know more? Get "DEAF SAFE SEX" paper, learn about condoms and safe sex.

B) Pregnant mom: shares blood with baby inside. Also breastfeeding dangerous. DO? Before or during pregnant, see doctor. If blood test HIV+, doctor will help you.

C) Drug needles: Very dangerous! Share needles have little bit blood share. DO? Don't share needles or learn right way use bleach, clean needles.

D) Tattoos (skin pictures): Use throw-away needles, don't share.

E) Pierce ears: Throw away needles or soak in bleach, then wash. KIDS! BE CAREFUL! BE SAFE! Pierce ears in store with special "gun" is safe. They clean with bleach.

F) Accidents: Don't touch person's blood. Use rubber gloves, plastic wrap, something to protect yourself. Kids at school: Tell kids don't touch blood, do get teacher.

G) Open cuts, sores on skin: Use bandage.

H) KIDS! DON'T do bloodbrothers, bloodsisters! DON'T share knife or blood!

I) Blood banks, dr. office, hospital: Safe to give blood, get blood. True! they always use new needles, then throw away. Hospital give you blood? Blood is always safe, finish test is safe, okay. True! (If you got hospital blood BEFORE 1985, tell your dr.).

FULL SAFE! FULL SAFE! FULL SAFE! FULL SAFE! FULL SAFE! FULL SAFE! FULL SAFE!

Swimming pool, hot tub, health spa, sneeze, cough, toilets, shake hands, hug, dry kiss (if no cracked, open cuts or sores), bug bites (mosquitoes, bees, etc.), share food, share dishes, cooking, telephone, TTY, sign language, write notes, animals. TRUE! TRUE!

HOW FIND OUT IF HAVE VIRUS?

Easy blood test. Can do blood test at own dr's office (you pay) or at testing site (free). Test is secret. Can use some numbers, not name. Don't need to show I.D. Tell truth about age, birthday and danger/risk behaviors. That information for statistics (numbers). How get test? Call Iowa Hotline 1-800-445-2437 (not TDD), Iowa Department of Health 515-242-6156 (TDD), National Hotline 1-800-243-7889 (TDD/TTY). Say you want HIV blood test. They tell you where, when. If you want interpreter, you must tell them. They must give to you. Remember! Interpreter must keep secret. Iowa law won't let tell.

WHAT TEST RESULTS MEAN

POSITIVE + (HIV+) means DO have virus. Must use safe sex, careful blood, do not give virus to other people. Also be safe, not get more virus in your body. Get counseling, how to take care of yourself. Remember, HIV+ DOES NOT MEAN HAVE AIDS !!!!!!!!!

NEGATIVE - (HIV-) means don't have virus. Must protect yourself, safe sex, careful blood, etc. to stay safe. Don't want get virus from other person later. Learn how stay safe and healthy.

HIV----> ARC----> AIDS

If have virus (HIV+), maybe become ARC. ARC mean? AIDS RELATED COMPLEX (or Condition). ARC, feel sick. Maybe have: deep deep strong tired, diarrhea ("run") or throwing up all the time, lose much much weight very quick (not like diet), "night sweats" (sweat very much), fevers up and down, big swell glands (neck, armpits, groin), dry cough. If have, DON'T BIG WORRY FAST! Go see dr. These signs often for other sickness or stress. Dr. help find out, help you feel better. If have ARC, maybe later become AIDS. AIDS mean? Acquired Immuno Deficiency Syndrome. Means easy get other serious diseases. Drs. know which disease for AIDS. Drs. help, but probably die. REMEMBER! HIV+ (have virus) does not mean have AIDS!

We hope this help you understand. Not clear? More questions? Call:
Iowa Department of Health, 515-242-6156 (TDD), Iowa AIDS Hotline 1-800-445-2437, National AIDS TDD Hotline (free) 1-800-243-7889.

Adapted from Colorado Human Services, Inc., 1989.

ALTERNATE TESTING SITES

Polk County Health Department
1915 Hickman Road
Des Moines, Iowa 50314
515-286-3997

Siouxland District Health Department
205 5th Street
Sioux City, Iowa 51104
712-279-6882

Iowa City Free Medical Clinic
120 North Dubuque
Iowa City, Iowa 52240
319-337-4459

Des Moines County Health Department
522 North 3rd Street
Burlington, Iowa 52601
319-753-8215

Dubuque Visiting Nurses Association
1454 Iowa Street
Dubuque, Iowa 52001
319-556-6200

Johnson County Health Department
1106 Gilbert Court
Iowa City, Iowa 52240
319-356-6043

Linn County Health Department
751 Center Point Road, N.E.
Cedar Rapids, Iowa 52402
319-398-3551

Council Bluffs City Health Department
209 Pearl Street
Council Bluffs, Iowa 51501
712-328-3194

Iowa State University Student
Health Center
(Iowa State Students only)
Ames, Iowa 50010
515-294-5801

Scott County Health Department
Bicentennial Bldg. - 5th Floor
428 Western Avenue
Davenport, Iowa 52801
319-326-8618

Black Hawk County Health Dep
1407 Independence Avenue, 5th Floor
Waterloo, Iowa 50703
319-291-2417

Bibliography Used With This Curriculum Guide

Alabama State Department of Education, AIDS Unit: Accommodations for Special Education Students, Grades 7-9, Montgomery, AL., 1988.

EFFIE Dolls, Mrs. Judith Franning, 4812 48th Avenue, Moline, IL., 1990.

Kempton, Winifred, Life Horizons I, James Stanfield and Company, Santa Monica, CA., 1988.

Renshaw, Domeena, M.D., Sex Talk for a Safe Child, American Medical Association, Chicago, IL., 1984.

Bibliography for Hearing Impaired Students

AIDS Education for the Deaf, AIDS: What Deaf Should Know, West Hollywood, CA., 1989.

Halperin, Liz, Deaf AIDS Information Save Deaf! Stop AIDS!, Colorado Department of Human Services, Denver, CO., 1989.

Halperin, Liz, Deaf AIDS Survey, Colorado Department of Human Services, Denver, CO., 1989.

Halperin, Liz, Don't Fool Yourself - Learn about AIDS, Colorado Department of Human Services, Denver, Co., 1989.

Bibliography for Vision Impaired Students

HHS Publication No. (CDC) HHS-88-8407

Free Braille copy from:
U.S. Department of Health & Human Services
Public Health Service
Centers for Disease Control
National AIDS Information Clearing House
P.O. Box 6003
Rockville, Maryland 20850
1-800-458-5231

Other materials will be reproduced on tape or in Braille if requested by the Iowa Commission for the Blind, (515) 281-7999.

Bibliography for English as Second Language Students

"Asians and AIDS, What's the Connection," Asian AIDS Project, 300 4th Street, Suite 401, San Francisco, California 94107, (415) 227-0946.

"Asians and AIDS", International District Community Health Center, 416 Maynard South, Seattle, Washington 98104, (206) 461-3235.

"AIDS: What Everyone Should Know" (in Spanish), Division of AIDS Program Services, NYC Department of Health, 125 Worth Street, New York, New York 10013, (212) 285-4626.